



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

8325 S. Central Ave, Phoenix, AZ 85042

South Pointe Public Charter School

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2004-05	Performing
2003-04	Performing
2002-03	Not Evaluated

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mr. Larry McGill Jr.  
 Schedule : 07:00 AM to 09:15 PM  
 Grades : 9-12  
 2005 Enrollment : 650  
 Web Address : www.leonagroup.com  
 Phone Number : (602) 243-0600  
 Fax Number : (602) 243-0800  
 E-mail : larry.mcgill@leonagroup.com

### Mission

We, the South Pointe High School community of parents, staff and students celebrate high academic achievement and the lifelong quest for knowledge. We value and nurture the diverse talents and uniqueness of each individual. We are committed to creating a stimulating and challenging educational experience that empowers all members to strive for excellence and enrich the wider community.

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2004-05	Not Met
2003-04	Not Met
2002-03	Not Evaluated

#### School Improvement Status <sup>(b)</sup>

2004-05	SI Year 1
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Our school offers an educational program that guarantees success for all students. The curriculum is academically rigorous, aligned with Arizona State Standards and designed to provide students with the essentials needed for scholastic achievement.
- ü We offer students who have often been underserved an academic environment that includes small class sizes, highly qualified teachers, tutoring, a multitude of resources and the opportunity to receive college credit and vocational training.

### Enrollment

October 1, 2004 School Year Student Enrollment : 712  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 550

## Instructional Programs

- Ü Dual Credit Classes Available on campus
- Ü Highly Effective ELL Program
- Ü Evening Core Academic Classes
- Ü Evening Technology-Based Classes

## Calendar Information

Number of Instruction Days :	144
Average Daily Instruction Time :	10 hours 0 minutes
First Day of School :	8/9/2005
Last Day of School :	5/30/2006

## Shared Responsibilities

### School

Our school is responsible for setting high academic standards aligned with Arizona State Standards, helping individual students set goals for graduation and beyond, and keeping parents informed about their participation in various school functions.

### Parents

Parents are responsible for communicating with school personnel, providing students with the necessities to participate in school, and ensuring that their students attend daily and fulfill all academic requirements set by the teacher.

## Transportation Policy

South Pointe High School does not provide transportation to and from school; however, students are provided with bus passes for the public transportation system.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	198	198	69846	97	99	100	671	671	699	48	48	21	22	22	11	28	28	49	2	2	18
All Students (Prior Year)	118	118	65934	80	80	100	454	454	492	91	91	43	7	7	18	2	2	24	1	1	15
Female	96	96	34328	99	100	99	670	670	702	47	47	19	26	26	12	27	27	51	0	0	18
Male	102	102	35509	94	95	100	671	671	696	49	49	23	19	19	11	29	29	48	3	3	18
African American	47	47	3535	92	96	100	669	669	677	48	48	31	22	22	15	26	26	46	4	4	8
Hispanic	131	131	23363	100	100	100	670	670	680	51	51	32	24	24	16	25	25	45	1	1	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	--	--	4785	--	--	100	--	--	671	--	--	39	--	--	17	--	--	39	--	--	5
White	16	16	36421	89	89	99	682	682	714	22	22	12	11	11	8	67	67	54	0	0	26
Students with Disabilities	16	16	7690	89	94	100	652	652	593	75	75	64	17	17	14	8	8	21	0	0	2
Students without Disabilities	182	182	62220	97	99	99	673	673	712	45	45	16	23	23	11	30	30	53	2	2	20
Limited English Proficient Students	31	31	5834	91	91	100	668	668	612	51	51	46	23	23	20	26	26	31	0	0	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	113	113	21421	82	83	92	670	670	686	46	46	35	26	26	15	26	26	43	1	1	7
Non-Economically Disadvantaged	85	85	48489	100	100	100	672	672	704	51	51	15	16	16	10	31	31	52	2	2	23

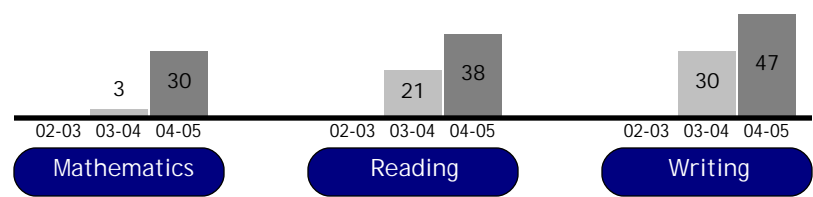
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	186	186	71311	93	94	100	661	661	694	16	16	7	46	46	21	38	38	63	0	0	9
All Students (Prior Year)	139	139	68162	92	92	100	471	471	509	50	50	18	29	29	24	20	20	51	1	1	8
Female	87	87	34899	96	97	100	666	666	700	10	10	5	43	43	19	48	48	66	0	0	10
Male	99	99	36430	92	93	100	655	655	688	22	22	9	49	49	22	29	29	61	0	0	8
African American	47	47	3573	94	94	100	659	659	676	11	11	9	57	57	26	32	32	60	0	0	4
Hispanic	122	122	24056	94	95	100	658	658	672	19	19	13	44	44	31	36	36	53	0	0	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	--	--	5110	--	--	100	--	--	661	--	--	14	--	--	38	--	--	46	--	--	2
White	14	14	36841	100	100	99	691	691	713	0	0	3	25	25	12	75	75	72	0	0	13
Students with Disabilities	17	17	8021	89	89	100	636	636	590	21	21	27	79	79	42	0	0	29	0	0	1
Students without Disabilities	169	169	63379	94	95	100	664	664	707	15	15	5	42	42	18	43	43	68	0	0	10
Limited English Proficient Students	31	31	6402	82	82	100	646	646	596	25	25	25	56	56	44	19	19	30	0	0	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	108	108	22243	83	84	93	656	656	677	19	19	14	52	52	32	29	29	51	0	0	3
Non-Economically Disadvantaged	78	78	49157	100	100	100	670	670	702	11	11	4	36	36	16	53	53	69	0	0	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	184	184	70868	92	93	100	664	664	688	12	12	5	41	41	23	45	45	63	2	2	9
All Students (Prior Year)	136	136	67629	90	90	100	475	475	524	43	43	22	27	27	16	29	29	59	1	1	3
Female	90	90	34710	99	100	99	676	676	697	5	5	3	39	39	19	52	52	66	3	3	12
Male	94	94	36176	87	88	100	653	653	678	18	18	7	43	43	27	38	38	59	0	0	7
African American	48	48	3557	96	96	99	674	674	675	11	11	7	44	44	25	41	41	62	4	4	6
Hispanic	118	118	23868	91	92	100	660	660	670	13	13	9	40	40	33	47	47	55	1	1	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	5001	--	--	100	--	--	661	--	--	9	--	--	41	--	--	48	--	--	2
White	14	14	36710	100	100	99	684	684	702	0	0	2	50	50	15	50	50	69	0	0	13
Students with Disabilities	18	18	7900	95	95	100	621	621	580	36	36	22	64	64	49	0	0	28	0	0	1
Students without Disabilities	166	166	63054	92	93	99	670	670	701	8	8	3	38	38	20	51	51	67	2	2	10
Limited English Proficient Students	34	34	6308	89	89	100	634	634	591	22	22	19	54	54	47	24	24	33	0	0	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	106	106	21994	82	82	92	658	658	673	12	12	10	53	53	36	33	33	52	3	3	3
Non-Economically Disadvantaged	78	78	48960	100	100	100	675	675	694	11	11	3	22	22	18	67	67	67	0	0	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	--	--	--	41	76	19	NA	42	73	28	28	51
	Language	--	--	--	42	73	12	12	42	73	28	28	50
	Mathematics	--	--	--	60	75	28	28	63	71	24	24	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# South Pointe High School

## School Site Council

### Council Composition

- 3 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 2 Community Member(s)
- 4 Student(s)

### Council Duties

- Ü Developing/Monitoring Academic Programs
- Ü School Safety Issues
- Ü Extracurricular Activities/Sports Clubs

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	21.00
Other Professional Staff	3.00	Teacher Aide	1.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	4	0	0
4 to 6 years	3	3	0	0
7 to 9 years	3	0	0	0
10 or more years	0	1	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	13
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

- Ü Computer Lab Consisting of 30 Stations
- Ü Access to YMCA Facilities

### Extracurricular Activities

- Ü Soccer, Basketball and Baseball Teams
- Ü Football, Volleyball, Softball
- Ü Cheer and Dance Squads
- Ü National Honor Society
- Ü Jr. Achievement and FBLA

### Social Services

- Ü Adult ESL and Computer Literacy
- Ü Counseling Services
- Ü Crisis Intervention
- Ü Health Services

ü South Pointe High School is a charter school in its third year of operation.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	92	95	94	95
Transfers Out Rates <sup>5</sup>	45	12	12	17
Transfers In Rate <sup>6</sup>	139	28	28	37
Stability Rate <sup>7</sup>	54	87	87	82
Promotion Rate <sup>8</sup>	63	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	32	0	1	6
Status Unknown <sup>11</sup>	29	0	1	4
Graduation Rate <sup>12</sup>	24	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).



School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our Dean of Students is responsible for hiring and monitoring police officers to secure a safe and orderly campus. The Principal and Dean of Students have met with every student and parent to explain expectations regarding rules and consequences.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

5

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Rafael Reyes	(602) 243-0600
Transportation Policy	Jennifer VanDerNaalt	(602) 243-0600
Community Resources	Robert Villa	(602) 243-0600
School Nutrition Programs	Jennifer VanDerNaalt	(602) 243-0600
Parent Organization	Yvette Sweepe	(602) 243-0600
Student Health/Nurse	Jennifer VanDerNaalt	(602) 243-0600

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.